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By- Jablonsky, Adelaide

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This report discusses some "promising" compensatory education programs and presents statistical estimates which identify the disadvantaged population to be served by such programs. The discussion is based on observations of school systems and programs in all sections of the country and on interviews with over 200 educational administrators who were asked to identify presently or potentially effective programs. The discussion focuses on programs to develop the preschool child's language ability and learning readiness, programs for remedial reading and individualized instruction, programs for children whose bilingualism presents learning problems, and programs for the problem adolescent. In addition, the educational effectiveness of school integration as compared with compensatory education practices is discussed. The importance of administrative leadership in the schools, of parent involvement in the educational process, and of the use of audiovisual equipment are also discussed. Reports of most of the programs referred to in this discussion are available through the ERIC information retrieval system. An annotated bibliography of these reports follows the discussion. (LB)

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Some Trends in Education for the Disadvantaged

Adelaide Jablonsky, Ed.D.

The entrance of the federal government into active financial assistance for educational research and service programs attempting to offer improved educational experiences for poor children precipitated a flood of experimentation and research literature. In 1965, Hess[1] and in 1966, Gordon and Wilkerson[2] compiled directories of existing programs for disadvantaged children and youth to summarize trends and to suggest possible directions for the future. Since the publication of the Hess directory and the Gordon and Wilkerson book, numerous additional references have been made to various groups of programs. Among these, the recently prepared indexes to Title I[3] and Title III[4] projects under the Elementary and Secondary Education Act of 1965[5,5a] provide extensive information as to who is doing what and where. Supporting those inventories are thousands of reports prepared by the school systems and other related agencies. Attempts to alleviate educational deficiencies, however, are not limited to those programs supported by federal funds, since private foundations and local agencies have also turned their attention to the problems of slum schools. These latter efforts, however, tend to be more experimental and limited to small numbers of pupils. Given the size of the population we call disadvantaged, it is clear that only through adequate governmental support can we hope to establish programs of sufficient magnitude to make a difference in the development of most of these children.

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Definition and Demography

If we define the disadvantaged primarily and realistically in terms of family income, we may be talking about 30,000,000 to 35,000,000 individuals of all ages. The Office of Economic Opportunity, OEO,[6] has taken both family size and urban and rural factors into consideration in establishing annual cash income thresholds to poverty. Some selective figures from their present criteria are:

FAMILY SIZE PERSONS	NON-FARM	FARM
2	$1,990	$1,390
5	$3,685	$2,580
7	$4,635	$3,245
10	$6,135	$4,295

Using these criteria, the OEO provides the following information for children and youth:

PERSONS IN POVERTY

AGE	MILLIONS	PERCENT OF NON-WHITE POOR	PERCENT OF POOR AND NON-POOR BY AGE GROUP
Under 6	5.8	40	24
6 to 15	8.1	38	21
16 to 21	3.0	30	17

The total of almost 17 million children and youth, then, forms the hard core of the poverty group. It is patent, however, that the group of disadvantaged children and youth to whom the educational establishment is relating extends far beyond this number. Since these income figures are minimal, factors such as one-parent families, father absences, inadequate housing,

ADELAIDE JABLONSKY is Associate Professor of Education at the Ferkauf Graduate School of Humanities and Social Sciences of Yeshiva University, Co-Director of the Experienced Teacher Fellowship Program of the Department of Curriculum and Instruction, and Associate Director for Content of ERIC–IRCD.

MARTIN LUTHER KING, JR.

January 15, 1929–April 4, 1968

As we hasten to express our shock and revulsion at the news of Martin King's murder and to memorialize the life that he lived, let us not confuse the symbolism. Words, financial contributions, and even acts of individual human witness are not sufficient. Monuments or memorial parks or bridges are inadequate. Designating him as national hero or distinguished National Service Award recipient would be an empty gesture unless the nation and its people reject the violence and human oppression which are reflected in many aspects of our national and individual lives. This nation could properly memorialize Martin Luther King through an immediate negotiated settlement of the war in Vietnam, national commitment to reject violence and war in the settlement of human and international conflicts, immediate passage of federal and state legislation fully protective of civil rights of all our people, universal application and enforcement of the spirit as well as the letter of existing civil rights laws, and commitment of the nation's resources to a new program of reconstruction to correct human underdevelopment, poverty, and physical decay in our rural and urban slums, to reverse the moral erosion which permeates the entire society, to change the attitudes of our citizens from hate, fear, and insulation to concern, brotherhood, and love.

physical malfunctions, malnutrition, and others are not taken into consideration. One-fourth to one-fifth of all young people are in the poverty group. Many others must be considered disadvantaged when we include educational criteria.

We have purposely eliminated from our statistical estimates criteria such as educational background of parents, housing conditions, and behavioral disorders because of difficulty in securing appropriate measures. Included in these projections is the small proportion of youngsters from backgrounds of poverty who nevertheless are making acceptable progress in school. Instruction must both compensate for deficiencies which exist and complement the assets of these pupils. We have not segmented the statistics by farm and non-farm populations or by white and non-white populations because we assume that compensatory education in the United States must serve all children who require it.

Taking 50 percent of the population at each age level as operating at or below grade level and reducing that by 10 percent, representing the mentally retarded and seriously physically handicapped or other children needing intensive professional attention, we can establish a 40 percent overall figure.

It would perhaps be justified if we were to include in the target population most non-white children in the United States since their education is routinely retarded by factors of discrimination beyond the problems faced by the poor. Another group requiring special attention are children above the poverty level with language difficulties and/or cultural or social deficiencies resulting from geographic isolation or from limited resources of home and community. If we were to include these children and youth, we would need to add another 5 percent to each category of persons.

The following total population, then, requires compensatory education. We have rounded figures to represent the annual average for the period 1967-1970.

		TOTAL
Birth to 2 years of age	5,000,000	5,000,000
3 to 5 years of age	5,000,000	5,000,000
6 to 7 years of age	3,200,000	
8 to 9 years of age	3,200,000	
10 to 11 years of age	3,000,000	9,400,000
12 to 13 years of age	3,000,000	
14 to 15 years of age	2,500,000	
16 to 17 years of age	2,500,000	8,000,000
18 to 19 years ofage	3,000,000	3,000,000
		30,400,000

The Search for Answers

With the education of over 30 million children and youth involved, how and where would one find those programs which seem to have solutions to existing problems? *ERIC–IRCD* asked over 200 people from all sections of the country which programs they felt showed promise or demonstrated effectiveness based on the criteria of professional or community judgment or based on demonstrated improved academic achievement.

The responsible heads of school systems and programs observed were exceedingly cooperative in allowing the author free access to facilities, staff, and children. Our major regret is that the school systems observed for this report constitute only a limited sample and that expediency was, on occasion, a factor in selection. The author expects to continue observations in order to prepare an extended state-of-the-art paper describing programs in greater detail. It would be helpful if readers would submit to *IRCD* documents (in duplicate) delineating details of programs which have demonstrated effectiveness in educating poor children.

Most of the documents referred to in this report have been or are being processed through the *ERIC* computer system and will be available in microfiche or hard copy. (See information in the introduction to the bibliography on page 8.)

The Integration Debate

The controversy over the most direct and rewarding route to the solution of the complex problems of providing quality education for our poor and different children goes on and on at many levels and in all sections of the country. In an attempt to present the several positions on the question, we suggest reference to the two basic documents[7,8] and to four papers presented at the November 17, 1967 National Conference on Equalizing Educational Opportunity in America's Cities: Problems and Programs for Change, sponsored by the U.S. Civil Rights Commission.[9,10,11,12] The basic debate poses the question as compensatory education versus integration in education.

From our observations, it becomes clear that while both sides have some degree of validity, the reality of differing circumstances must dictate which are to be the first steps. We propose that integration with quality education for all children is the ultimate objective. However, where segregated housing, social decay, and a lag in education of many decades have stunted the development and growth of poor and minority group children and where geographic and bureaucratic strictures delay meaningful racial and economic integration, the immediate need is for massive attack on the problems of educating the disadvantaged where they are now.

It may have been a rocky road which White Plains, New York[13,13a] traveled in integrating its schools, but the enlightened segment of the community identified the problem in the early phases of its development and proposed viable solutions. Today, this community could serve as a model for other school systems, particularly in small cities.

During the period when one of its elementary schools was growing in population from 40 to 65 percent Negro, the decision was reached to transfer the segregated school from housing elementary classes to utilizing the building for adult education and manpower training. Concurrently, the bussing program, which took no child further than four miles from his home, with all children from housing developments or blocks moving as a unit, distributed the children so that no school in White Plains had fewer than 10 percent nor more than 30 percent Negro children. What has resulted in this predominantly affluent community has been quality education for all children, with comfortable social interrelationships particularly at the primary grades. Since the program was initiated in 1964, its full potential impact has not yet reached through all secondary levels.

There is only one high school which has homogeneous grouping in its several basic curriculum areas and heterogeneous grouping in others, but the residual educational deficiencies of prior school patterns and a considerable immigration of students with poor educational experience and learning habits result in some separation of the races in the honors groups. The administration of the White Plains school system is aware of the need to correct this inequity through early identification and reinforcement of special talents among the Negro students. It should also be stated that a large percentage of the Negro population is represented by upwardly mobile families, and that there is very little abject poverty as in the slums of large cities.

Berkeley, California[14] proposes to integrate all of its schools

in September 1968. Children from the lower grades in Negro schools will be bussed to the white schools, and the fourth, fifth, and sixth grade white students will be transferred to the prior all-Negro schools. Every school and every class is to have between 30 and 40 percent Negro pupils. The city has been divided into four parallel segments with a junior high school and its feeding elementary schools in each. There is one high school.

A token bussing program has for the last few years transported about 250 selected Negro children to four of the predominantly white schools. These children have been receiving very high quality education, similar to that found in cities and schools around the country where two to five poor Negro children are placed in classes with middle or upper class white children.

Unfortunately, in Berkeley, despite the use of federal funds in target area schools, the gap between the level of achievement of the poor Negro children and that of the many children of professionals, university staff, and other upper middle class families would seem to indicate the probability of serious dislocations for several years ahead. It will be an important test of the "integration first" position and will be watched with great interest by proponents of both sides of the integration-compensation issue.

Federal Funds Do Make a Difference

The ESEA Act of 1965[5] provided the first massive infusion of funds to assist communities in improving the education of their disadvantaged children. This was a breakthrough in the schism between the states and the federal government in relation to authority and responsibility for education. Some states, objecting to federal "control" through pursestrings, did not accept ESEA funds for one or two years after the approval of the act. As reluctant states observed other communities initiating programs with almost complete local autonomy, they became aware that the major controls, such as population to be served, were valid and, in fact, desirable, and they joined the program.

Early evaluation reports reflected very little effect due to factors intrinsic to all new efforts. Some results are hard to measure objectively; however, this does not detract from their importance. When absentee and dropout figures fall appreciably, it is measurable. When attitudes toward school and learning improve, or when self-concept is strengthened, these findings are subjective, but nonetheless important.

Projects were uneven in planning and performance. This led to the obscuring of positive effects by the weight of the problems and early defects in programs. In addition, the funds and resources to utilize them effectively were too little and too late in relation to the enormity of the task. More money and more time are imperatives.

It is very clear that federal funds have made a significant impact on the colossus. Looking back only three years, every one of the state and local administrators and teachers with whom I spoke emphatically stated that the seemingly hopeless task had begun to appear soluble through the financial assistance afforded by the act. In the overburdened large cities particularly, with the exodus of upper and middle class families, local assessments could not raise the level of education and, in fact, the level had been progressively lowered as school buildings grew older and were neglected, as teachers fled to the suburbs, as class size mounted closer and closer to 50, and as equipment and materials became inaccessible.

Alarm was expressed by many that federal funds might be withdrawn just as systems were beginning to find ways of solving educational and personal problems of their children in need. It is distressing to observe this alarm about delays in passing legislation or the possibility of withdrawal of funds rather than about the deficiencies in local funding and the defects patent in many programs.

Some Promising Programs and Their Implications

It should become clear that most, if not all, of the recommendations to follow apply to the education of all children, not only to the disadvantaged. Many are not new. In isolated, favored public and private schools across the country, they are standard practices. Now they must become a common pattern.

The programs which would assure quality education for all of our children would provide: 1, integrated schools affording differing social, economic, ethnic, racial, and religious groups with continuing and open opportunities to learn, work, and establish relationships across all boundaries; 2, the highest caliber of administrative leadership and instructional staff; 3, physical facilities which provide sufficient, pleasant, and appropriate space for study, health, recreation, and other school functions with commensurate equipment and supplies; 4, an education program which assumes responsibility for our young at a much earlier age for an extended school day, week, and year, thereby expanding the present limited function of the school; 5, modernization of curriculum and instruction to increase each individual's ability to learn independently that which has meaning for his present and future life; and, 6, return to the concept that education of our children is a community responsibility thereby involving parents and other appropriate adults in meaningful decision making, with the school and its staffs being held accountable for the quality and quantity of its students' learning.

This design is not new, but where in our cities can one find all of these elements essential to valid education for a democracy?

The Crucial Person

Given circumstances in which education can take place, the gifted and highly motivated teacher can overcome inordinate obstacles in educating children. But gifted teachers are rare, and someone higher in the organizational structure must create the favorable circumstances.

In some school systems, an isolated school will be identified as doing an exceptional job of educating disadvantaged children, as evidenced by community support, academic achievement, or other criteria. These objectives are achieved far beyond those attained by comparable schools without direct reference to special funds, although special funding is at times in evidence. In each of these schools, one finds a dynamic, determined, and competent principal who has inspired children, parents, and teachers to join in the successful venture. He has an idea which he knows will work. He is in every classroom every day. He knows almost every child, every teacher, many parents, and he cares about them all. He changes organization and provides services and inservice education to bring his idea to fruition. He holds his teachers accountable for the achievement of children. He works far beyond school closing time and expects his teachers to do likewise. He is informed and moves in the front ranks of educational progress. He is an instructional leader in distinct contrast to many of his peers who throw up their hands in despair or who hide from reality behind the excuse of too much paper work. Abdication of responsibility occurs too frequently with devastating effects on the children. Unfortunately, one finds too few of the competent breed in slum schools. We must again look to a higher power for an answer.

It is an interesting phenomenon one finds in a few school systems when almost everyone you meet refers to someone at the central education headquarters as the spearhead of progress. This top level administrator has been able to convince his school board that everyone would be better educated if certain clear changes were made in philosophy and practice. This intense focus permeates down to all staff people in the system since they are aware that they will be held accountable. This cannot happen or, rather, has not happened in the largest cities where the weight of numbers blocks direct contact and impact. Here is at least one good reason for decentralizing large school systems.

Planners at central headquarters and the principal are wisest when they realize that the point of contact is still within the classroom and when they involve teachers in all stages of planning and implementation of programs. Systems where teachers' committees on equalizing educational opportunity are active show greater morale and progress than those where teachers feel impotent in the face of administrative decision.

Creating Readiness

A quiet revolution is taking place in Head Start, Follow Through, and kindergarten programs. Prior emphasis on waiting for readiness in early childhood classes is beginning to give way to creating readiness. The Malabar Street School[15, 15a] in east Los Angeles, California serves a portion of the Mexican-American community. They propose that in order to make up for deficiencies, preschool experiences for three to five year olds should develop linguistic ability to the point of readiness for formal learning in kindergarten. In their belief that children at very young ages can be taught basic skills and concepts usually reserved for older grades, they begin formal instruction in handwriting of the child's name early in the kindergarten year. Patient assistance by parents and teachers on an individual basis helps the child to write his name correctly. Concurrently, the class is learning to recognize the letters of the alphabet, to write them and to understand their phonetic equivalents, and to read all the children's names and other words. By the end of the year, the children can count and write numbers to 20 and beyond. Simultaneously, each child receives individual language assistance (see page 6). It was refreshing to observe kindergarten children who have learned that they come to school to learn, not to play, and who participate enthusiastically in their individual learning tasks.

It was exciting to observe first grade children writing their own stories, participating in peer teaching, self-selecting activities, and reading. They turn to the teacher for assistance but feel responsible for their own progress. The relationship between teacher and child is a private one, with help given directly and promptly and with a minimum of correction and reprimand.

In first and second grades, a ratio of 30 children to one teacher is consistent with non-project classes, but the established behavior patterns make for a busy, positive classroom community. At these grade levels, curriculum focuses on basic language and arithmetic skills. The class is usually divided into three groups, with the teacher working directly with each child in rotation in one group while the other groups are busy with independent reading aloud or with skill building games. The Fernald technique of word tracing is used, with each child building his own file of words as he needs them. By the end of the second grade, despite the language difficulty, most of the children have a firm command of the standard language phonic and number tools needed for further learning. Most important, however, is the fact that each child has experienced for three years continuous opportunity for decision making, for self-direction, and for responsibility for his own growth. They glowed with the excitement of learning.

The introduction of correct handwriting in kindergarten and first grade classes in the Focus on Achievement program at the Ryan Elementary School in Houston, Texas[16] again proves that children can be taught appropriate and useful skills at very young ages and that this learning constructively influences their subsequent academic achievement. Intensive handwriting instruction continues through the sixth grade as a vehicle for learning spelling, improving reading, and for creative writing.

Individualizing Instruction

A new acronym, IPI, has emerged which represents individually prescribed instruction. Its antecedent is the old contract method refined and improved. In the past, many believed that only the "intellectually gifted" could learn to learn on their own. Now it is clear that with proper teacher preparation, sufficient and appropriate materials, and determination, almost all children, including many classified as mentally retarded, can be given the opportunity to prepare adequately to solve the problems they will face tomorrow in a world we cannot presently foresee.

Many components are involved, such as regrouping, redeployment of staff, restructuring of school buildings, employment of proven audio-visual equipment and its accompanying software. Elements are referred to as unitizing, discovery, process, sequential, individualizing; but they all add up to education which works with all children, and which has proved successful with the disadvantaged. Grouping for IPI also removes the stigma of being retained in grade—a practice still followed in most school systems which results in physical and social incongruities within classes.

In addition to the benefits indicated above, the one which strikes me most forcefully is the question of waste of time. Entering a classroom using IPI, one is impressed by the purposeful, ongoing activity. In sharp contrast, one sees the hours and hours of lost learning time in the traditional, self-contained, teacher-instructed classroom. "We will all wait for Jane to get on line." "We will begin after John has passed out the papers." "Wait until the others have finished," can be multiplied a thousandfold and still not spell out the tragedy of children who learn primarily to do what they are told, when they are told, and how. Discipline for the sake of discipline is nonsense. The only rational discipline is self-control evolving out of interest and industry. No child and no teacher with whom I spoke in IPI classes wanted to go back to the traditional format.

The Coleman Report[7] indicates that one of the prime factors influencing the learning patterns and pace of children is the degree to which they have learned that what they do has a direct influence on their present and future. IPI places them continually in the position of making decisions for themselves, with opportunities to learn from mistakes in less painful ways, with open opportunity to correct themselves.

Several isolated attempts to move toward individualizing instruction have been observed. The most comprehensive program was found in Duluth, Minnesota[17, 17a, 17b] where the

movement began in the Franklin-Nettleton school in the inner city and is now planned for the entire system. Other programs include a limited continuous progress program at the high school level and one junior high school reading program in Seattle, Washington[18, 18a, 18b, 18c] and the James School in Kansas City, Missouri.[19] A federally funded Title V Higher Education Act Experienced Teacher Fellowship program at the University of Missouri prepared the faculty of the school for the change to IPI. The Differentiation of Instruction to Individualize Learning (DIIL) program at the Callum School in Omaha, Nebraska is another example of this trend. The School Improvement Program in Racine, Wisconsin[20] combines each two grade levels in its target schools with five to seven teachers responsible for each unit.[21, 21a, 21b, 21c, 21d. 21e, 21f]

Before any system contemplates moving in this direction, funds for paid inservice education must be provided so that teachers can learn needed techniques and select and design curriculum materials appropriate for the subject and levels of the class.

New Attitudes Toward the Problems of Adolescence

As schools have moved from the task of educating the elite to that of educating all children, the problem of the cast-out adolescent has emerged as a critical challenge to secondary schools. As the problems faced by adolescents have been complicated by a combination of the need for more education and the unavailability of employment for unskilled labor, the rejects from our schools have become a social problem of considerable proportion. Partly for humanitarian reasons and partly for self-protection, our society is establishing new centers for learning with new methods and new curriculums to meet the specific requirements of special groups of young men and women, including teenage pregnant girls and youth who are disruptive or who have left school.

One of the earliest comprehensive programs designed to provide continuing education for teenage pregnant girls was developed in Los Angeles.[22] Another is supported by the Syracuse, New York school system.[23] The Los Angeles program is directed by a medical doctor who initiated a pilot project in 1962. Expanded under Title I, there are now six centers for 145 girls. As soon as pregnancy is identified, the staff assumes social, medical, and educational responsibility until eight weeks post-partum. The curriculum provides for the continuation of the individual's formal coursework and adds sewing of layettes and maternity clothes. The nurses and social workers also help prepare the students for delivery and motherhood. The long term agenda is directed toward completion of high school, continuing education, and vocational preparation through intensive emotional, social, and educational support.

Satellite school facilities have been set up in several cities in order to remove the disruptive junior high school or high school student from the parent school. Others are designed to serve the returning or retrieved dropout. Education programs combined with active guidance and work programs have been developed to combine formal classwork with vocational and technical training, in some cases supported by local industry.[24, 25, 26] In almost all the centers, small class size, some curriculum revision leading to greater relevance, and acceptance by the staff brought remarkable changes in overt behavior. In most of the centers observed, there were evidences of changed attitudes toward school and learning with commensurate spurts in achievement.

The Roads to Literacy

A multiplicity of materials and techniques for teaching reading was in evidence at every site observed. Still the problem remains in most schools that desirable levels of reading skills and comprehension are not achieved. While we propose no pat solutions, several clear organizational patterns emerge. One is the off-site reading center, as utilized in Omaha,[27] Des Moines, Idaho,[28] Cheyenne, Wyoming,[29] and the Communications Skills Centers in Detroit, Michigan.[30] Another trend is toward reading specialists located in the schools working with small groups, as in P.S. 192M in New York City,[31] and in the newly constructed units built adjacent to target school buildings in Houston.[16] A third trend is toward the use of instructional paraprofessionals, student teachers, college tutors, community volunteers, and homework helpers, as in San Francisco, California.[32]

All of these programs, in order to be successful, must provide individual diagnosis and individual or small group instruction with all the resources available. Closets, coatrooms, halls, and basement corners have become reading centers for lack of sufficient space. Most effective appear to be systematic programs of instruction which provide each reluctant reader with the opportunity to read self-selected materials aloud in a supportive climate.

Progress is reported in many quarters. One noteworthy program has been instituted in Phoenix, Arizona[33] where all ninth grade students in the target area South Mountain High School receive individual and small group reading instruction one period a day for a whole year. Students who are not near their potential at the end of that year are scheduled for a second year. Title I funds were used to construct the facility and pay the staff of six. Results of the last year are impressive. In Kansas City, a reading staff of five specialists has established a center at the Lincoln Senior High School to overcome deficiencies in basic skills on all four grade levels. A program combining oral language development with individualized reading instruction has produced remarkable results at P.S. 129 in New York City.[34]

Language and Linguistics

Current thought and practice support the view that for children for whom bilingualism presents problems, basic skills and concepts should first be taught in their native tongues before or at least during the time that a second language is being learned. Awareness is also developing that some dialects can be deterrents to early mastery of effective reading and writing of standard English. American Indian, Mexican-American, Puerto Rican, and Oriental children, and children with myriad other native backgrounds, and the Negro child with a strong regional dialect face serious problems when placed under the usual pressures of our typical schools.

Many systems and schools have token programs to alleviate these problems. Some have moved to instruction in the native language. Others provide vestibule classes and/or speech therapists. Kansas City has developed a program in which all classes in target schools receive two to three half hour language development lessons a week combining instruction in articulation, projection, phonics, grammar, usage, posture, and etiquette.

The Malabar Street School in Los Angeles[15, 15a] studies the speech of each child in the preschool and kindergarten project groups. Every child's speech is taped for two hours every 20 days. The tapes are analyzed and are used for prescribing instructional emphases for the next and subsequent periods. Structured interviews are carried on with these children each term in the first and second grades. The speech of each child is analyzed to diagnose continuing difficulties, to study progress in speech production, in sentence complexity, and thought conveyance. Prescription of remediation is followed by instruction by the classroom teacher or by the specialist.

Libraries and Resource Centers

Libraries and librarians have been added to many schools at all levels with Title I funds, but the supply of competent librarians is extremely limited. In some schools, resource centers, or audio-visual sections of libraries, or curriculum supply repositories have been built, and supplies and equipment furnished. It appears that having extensive resources in each classroom for frequent and continuing use is effective and desirable. Some programs have built into their budgets funds to provide books to be given to students in order to help them acquire personal libraries in areas of their special interests.[35] This approach appears to reduce the rate of loss of library holdings while motivating reluctant learners to read.

The Parents' Role

Schools which have open doors to parents and community members have greater success in educating children. Among other reasons, parents can better understand the way in which a school functions and how learning takes place, and they frequently become aware of specific ways in which they can become more effective in helping their children to learn. In addition, strengthened positive parent attitudes toward the school function to motivate the children to approach schooling enthusiastically. The children seem to be direct beneficiaries of the change in perception on the part of their parents. Some systems employ parents as paraprofessionals, such as Minneapolis, Minnesota,[36] using 350 aides. That state is developing new certification requirements for several levels of education and function for these school employees. Kansas City employs 135 teacher aides in 17 target area schools. At P.S. 129M in New York City, a clearly designed program integrally involves parents in the day-to-day learning of their children.

Adult involvement takes different forms. Many Head Start and Follow Through programs require parents to participate, as in the Malabar Street School[15, 15a] and Berkeley.[37] Instructional and non-instructional paid aides from community groups or college student bodies can relieve teacher shortages. Women belonging to social groups acting as non-paid volunteers have proven an excellent instructional asset to those systems which encourage their use.

Caution should be indicated in regard to preservice and inservice preparation of aides for their special tasks. Adding adults to classrooms does not always raise the level of instruction unless they are prepared adequately for their roles.

Hardware and Software

Several school systems have utilized federal funds to create central audio-visual service units for all target area schools. Houston and Omaha[38, 38a] have demonstrated their usefulness in supplying teachers with tested materials so that no school and no teacher in those localities can excuse lack of accomplishment because of lack of needed units, charts, forms, film strips, films, etc. In addition, several systems have used secretaries or aides to prepare dittos and to coordinate equipment. Availability of these services tends to do away with the practice found in several systems of having all children buy their own workbooks and other instructional materials.

Educational television is developing rapidly. Some teachers report considerable use and positive results from viewing prepared programs, but this avenue leaves much to be desired, both in the programs themselves and in the way teachers use them. Programs are at times condescending to the children and on occasion have an impersonality which reduces impact on learning. Rigid schedules of TV programs control classroom use rather than being available when appropriate to the interest and progress of the children. In too many instances, teachers neither prepare the children for the unit nor provide meaningful follow-up activities. The performance proceeds beyond the control of the teacher, often after the class has been lost by confusion or lack of comprehension. Perhaps video-tapes will resolve some of these problems in the future since teachers will then be able to pace exposure to the level of the children and will be able to prescreen and select units.

Equipment and related instructional materials are essential to fruitful individualized instruction. Children can and do learn very quickly how to use most AV machines. When given the opportunity to self-pace their use, learning is facilitated.

While film strips and movie and opaque projectors were often in evidence, more complex equipment, such as instructional computers and talking typewriters, were not as yet introduced in the schools for disadvantaged students we observed. The most frequent reason given is the inadequacy of available instructional software.

Special Emphases

Since most of the documents in this report are available on microfiche or hard copy (see page 8), and since they will be spelled out in greater detail in the state-of-the-art paper being prepared, we will simply mention below some interesting and effective programs with special emphases. Programs which are carried on outside of established school instruction hours are not included in this report. However, their impact on the learning of children and on the community should not be underestimated.

P.S. 168M in New York City is a more effective More Effective School. In addition to a well defined drive utilizing all teaching staff for improving reading, this school has an outstanding industrial arts shop serving grades K-6. At the middle grades, all work is related to the basic curriculum. The staff has been organized so that a qualified industrial arts instructor is available to work with every class in the school. A shop has been fully equipped by discreet use of funds, gifts, and the work and skill of the instructor. Everything which is made from the kindergarten up is useful either to the person, the class, or the school. Expert quality is expected and achieved, with commensurate satisfaction and skill development. Large scale relief maps, dioramas, and displays are in evidence in many rooms. In a second grade class, the children's poems, which evolved out of a language arts unit, were typeset and printed by the children.[39]

Physical education specialists have been added at the elementary levels to develop fitness, agility, and gross and small motor dexterity, as in Berkeley[40] and Cheyenne, where swimming and team sports are also emphasized.

In social studies, a total submersion approach to visual learning has been developed in the EPOCH program at Berkeley,[41] funded for three years under Title III ESEA. After two years of planning and preparation, they are now beginning to bring classes to this center. The center provides a large round room with chairs for students around a low table on which has been plotted the history of man. The walls of the room are screens for projection of films augmenting the place, people, and time being studied. A second area provides resource materials and equipment for further individual study of the social sciences.

The Dropout Project in Des Moines [42] is designed to identify potential dropouts at the first, second, third, and seventh, eighth, and ninth grades. Class size is held to 15, and one teacher works with the class for three years. Positive results would suggest further projects with these elements.

A Saturday and summer program, Project Open Future,[43] for poor but academically qualified students in Los Angeles is conducted at Claremont Graduate School. A similar program is provided by Wheaton College for Chicago, Illinois students.

Two programs in the Chicago system are designed to improve Negro self-image. "Magnificent Seven Plus Two" focuses on prominent Negroes. "I, Too, Sing America" is a drama about the American black people. Performances by the students are presented, followed by a dialogue between the audience and the students at the end of the play.

Music, art, dance, and drama activities are included in many comprehensive programs. When they involve students as participants, they are more effective than when the children are involved only as spectators.

Some Problems

There is wide variance in the nature and extent of medical, psychological, and dental services. Free breakfast and lunch programs are available in systems which realize that a hungry child cannot concentrate on learning. This awareness is regretfully lacking in other situations where the need is as great. Community aides, when employed, try to help families in need. But how does one help the children who fall asleep at their desks because of inadequate home facilities and circumstances except by massive social and welfare assistance?

Those systems which utilize university personnel or departments in planning and implementing their programs appear to be better organized. One might also put greater reliance on information from systems which turn over evaluation to objective outsiders, either Research and Development (R & D) centers, regional laboratories, or universities. National Teacher Corps programs, student teaching placement, college tutors serving during observation semesters, and Title V Higher Education Act fellowship programs could help schools while providing better field work for future and inservice teachers. Still one finds many schools completely insulated from these potential sources of assistance even in communities where proximity is not a problem.

Leaders of Community Action Programs and other local agencies are frequently impatient with the school systems, and often when cooperation would have been of mutual benefit it was difficult or impossible to achieve. Several administrators have realized that this gap must be closed and have taken initiative to involve community in school affairs.

There is an insufficient supply of minority group teachers, especially males. Only a token number of qualified and competent minority group teachers have been elevated to supervisory positions, principalships, or to decision making positions at central headquarters. Disagreement between school administrators and staffs often results in work stoppages which retard effectiveness of educational programs. Other means, such as negotiation-arbitration, should be employed to their full potential to resolve differences.

In many communities, new school buildings are built for the more favored areas, with the slums waiting or settling for repainting jobs or minor additions to existing buildings.

Thefts of equipment and vandalism persist. Riots disrupt the process of education through development of fear, hate, and the destruction of material wealth and social channels of communication.

In Closing

Across the country there are hard working and well-motivated staffs trying, despite many limitations and obstacles, to fulfill their professional roles as educators. In almost all schools observed, an atmosphere conducive to learning has been established and children are, at least, compliant and well-behaved, and, at best, are actively involved in improving their skills and raising their academic competence. These schools were selected as models. Much is exemplary, but many leave much to be desired. If these are the best, what are the rest of slum schools like? Who will bear the guilt for relegating those children to years of nonlearning?

Most summer programs everywhere are reported as being "wonderful." The opportunity to select staff more carefully, the freedom from curriculum strictures, the closer teacher-student relationships, the use of trips and community resources, the individualizing of instruction, are all given as reasons for the success of these programs. No answers are as yet forthcoming as to why many of these elements are not built into the year round program.

It is proposed that a massive infusion of funds, perhaps an extra 100 billion dollars a year, is needed. Schools will need to assume responsibility for children's learning earlier, perhaps as early as the neonatal period. Several projects are in the early stages of exploring the effectiveness of earlier intervention. Schools will need to serve children and youth over longer periods of each day, each week, and each year.[10] Programs will be needed to educate young adults and, in fact, all adults desiring further learning experiences.

In order to insulate the child from many of the destructive elements in disorganized communities and families, educational services will need to be reinforced by medical and dental care, provisions of a fortified diet, welfare services, recreation, and other social assistance.

Given the dimensions of the problem and the importance of education for our general welfare, and indeed for the preservation of our democratic form of government, it is imperative that our government, our social scientists, and our educators arouse themselves to furnish the resources and the skills required for the task of providing for a nurturing multicultural society for all. In light of the presence in our country of several aroused minority groups, any alternative and each delay will, we fear, further complicate these problems.

Bibliography on Some Trends in Education for the Disadvantaged

This bibliography follows the text. It includes some selected documents on promising educational programs for disadvantaged children in communities observed by the author.

ERIC–IRCD utilizes the following coding system to assist the reader in gaining access to documents cited in bibliographies. No special notation will be made for articles appearing in regularly published journals, which are readily available to most subscribers in university and other libraries. The relevant code letters which will be placed at the end of each of the remaining appropriate citations are as follows:

C the document is in the *ERIC–IRCD* collection, but is available from the publisher, journal, or source indicated;

D doctoral dissertation for which microfilm copy is available through University Microfilms;

E the document is available on microfiche cards produced by *ERIC*, which may be secured through the *ERIC* Document Reproduction Service (EDRS) and may be found in repositories throughout the country; and

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The numbers following some of the references are accession numbers. ED indicates the *ERIC* accession number; UD indicates the *ERIC–IRCD* accession number. Documents marked **E** should be ordered by their ED numbers at any time and those marked **E** (In process.) by their UD numbers after June 1, 1968 from the *ERIC* Document Reproduction Service (EDRS), The National Cash Register Company, 4936 Fairmont Avenue, Bethesda, Maryland 20014.

1. UNIVERSITY OF CHICAGO. SCHOOL OF EDUCATION. THE URBAN CHILD CENTER. **Inventory of compensatory education projects.** 1965. 300p. (Dr. Robert Hess is chairman of the Urban Child Center.) **E** (In process.) UD 000128

Contains a list of persons and organizations conducting programs of education or research to raise educational performance of children from economically deprived areas with brief project descriptions.

2. GORDON, EDMUND W.; and WILKERSON, DOXEY A. **Compensatory education for the disadvantaged: programs and practices; preschool through college.** New York: College Entrance Examination Board, 1966. 299p. **E** ED 011 274

Identifies the disadvantaged population, describes specific compensatory education programs, and critically evaluates compensatory education in the United States. A 101 page "Directory of Compensatory Practices" (arranged by state) outlines programs initiated prior to 1966 by giving their locations, dates, descriptions, cost per pupil, sponsoring groups, information about staff and services, and persons to contact.

3. U.S. OFFICE OF EDUCATION. BUREAU OF RESEARCH. EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC). **Looking and doing: special programs for disadvantaged children; Elementary and Secondary Education Act of 1965, Title I.** July 1967. **E** (In process.) UD 004931

Compilation of information on programs funded under Title I of ESEA 1965. Contains brief descriptions of over 500 Title I programs conducted by local agencies during fiscal year 1966. Document is divided into two sections: program indexes and program resumes.

4. U.S. OFFICE OF EDUCATION. BUREAU OF ELEMENTARY AND SECONDARY EDUCATION; and BUREAU OF RESEARCH. EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC). **Pacesetters in innovation; fiscal year 1966: Title III, Supplementary Centers and Services Program, Elementary and Secondary Education Act of 1965.** Washington, D.C.: U.S. Government Printing Office, 1966. (Can be ordered from U.S. Government Printing Office.)

Information on Projects to Advance Creativity in Education (PACE), approved during fiscal year 1966. The PACE program is authorized and funded under Title III of the ESEA of 1965. Contains indexes and resumes. Project proposals are available from EDRS.

5. U.S. 89th CONGRESS. HOUSE OF REPRESENTATIVES. COMMITTEE ON EDUCATION AND LABOR. **Elementary and Secondary Education Act of 1965.** Washington, D.C.: U.S. Government Printing Office, 1965. 80p. **E** (In process.) UD 005742

5a. U.S. 89th CONGRESS. HOUSE OF REPRESENTATIVES. COMMITTEE ON EDUCATION AND LABOR. **Elementary and Secondary Education Amendments of 1966: with supplementary views.** Washington, D.C.: U.S. Government Printing Office, 1966. 134p. **E** (In process.) UD 003487

6. U.S. OFFICE OF ECONOMIC OPPORTUNITY. **Dimensions of poverty in 1964.** 1965. 60p. **E** (In process.) UD 000233

"Interim description of the poor by age, sex, and location, based on the March 1965 national population survey by the U.S. Bureau of the Census of families and unrelated individuals at all income levels."

7. COLEMAN, JAMES S.; and others. **Equality of educational opportunity.** Washington, D.C.: U.S. Government Printing Office, 1966. 737p. **E** ED 012 275

Product of extensive survey requested by the Civil Rights Act of 1964, documents availability of equal educational opportunities in public schools for minority group Negroes, Puerto Ricans, Mexican-Americans, Oriental-Americans, and American Indians, as compared with opportunities for majority group whites. The finding is that the average minority group pupil achieves less and is more affected by the quality of his school than the average white pupil.

8. U.S. COMMISSION ON CIVIL RIGHTS. **Racial isolation in the public schools.** Washington, D.C.: U.S. Government Printing Office, 1967. **E** (In process.) UD 003982

Major findings of this report are that racial isolation, regardless of its source, is harmful to Negro pupils and that compensatory programs in racially isolated situations have not proven successful. Recommendations are presented.

9. COHEN, DAVID K. **Policy for the public schools: compensation or integration?** 1967, unpublished. 39p. (Author's affiliation: Joint Center for Urban Studies for Harvard and MIT.) (Paper prepared for the National Conference on Equal Educational Opportunity in America's Cities, sponsored by the U.S. Commission on Civil Rights, Washington, D.C., November 1967.) **E** (In process.) UD 004710

Discusses financial and educational feasibility of segregated compensatory education in public schools in light of the federal surveys, **Equality of Educational Opportunity** *and* **Racial Isolation in the Public Schools.** *Concludes that segregated compensation will only continue a segregated, closed, and inferior system of education for Negro Americans.*

10. GORDON, EDMUND W.; and JABLONSKY, ADELAIDE. **Compensatory education in the equalization of educational opportunity: a summary evaluation of compensatory education, some models for its improved application, and some projected costs of their implementation.** 1967, unpublished. 56p. (Authors' affiliation: Yeshiva University.) (Paper prepared for the National Conference on Equal Educational Opportunity in America's Cities, sponsored by the U.S. Commission on Civil Rights, Washington, D.C., November 1967.) **E** (In process.) UD 004317

Inadequate effects of existing compensatory education programs are explained, criteria for success of programs are proposed. The cost for implementing effective programs is estimated as being 101 billion dollars a year.

11. KIRST, MICHAEL W. **What types of compensatory education programs are effective?** *1967, unpublished. 18p. (Author's affiliation:* Program Planning and Evaluation Bureau of Elementary and Secondary Education, U.S. Office of Education.) (Paper prepared for the National Conference on Equal Educational Opportunity in America's Cities, sponsored by the U.S. Commission on Civil Rights, Washington, D.C., November 1967.) **E** (In process.) UD 004724

Reviews several types of compensatory education programs in terms of their objectives, personnel, cost, and effectiveness. Concludes that there have not been enough carefully designed evaluation studies.

12. PETTIGREW, THOMAS F. **The consequences of racial isolation in the public schools: another look.** 1967, unpublished. 28p. (Author's affiliation: Harvard University.) (Paper prepared for the National Conference on Equal Educational Opportunity in America's Cities, sponsored by the U.S. Commission on Civil Rights, Washington, D.C., November 1967.) **E** (In process.) UD 004712

Reviews findings of two recent federal surveys, **Equality of Educational Opportunity** *and* **Racial Isolation in the Public Schools** *and data from several other studies, to examine the consequences of school racial isolation. Concludes that compensatory segregated education is not an effective substitute for integrated schools and does not result in lasting academic improvement for Negroes.*

13. WHITE PLAINS (N.Y.) PUBLIC SCHOOLS. **The White Plains racial balance plan.** May 1965. 11p. **E** (In process.) UD 005459

Discusses the decision to adopt a complete integration policy and gives a chronology of events leading to racial balance in White Plains. Individual school enrollment statistics included.

13a. WHITE PLAINS (N.Y.) PUBLIC SCHOOLS. **The White Plains racial balance plan: foreword and evaluation.** October 1967. 62p. **E** (In process.) UD 005454

Evaluates the effects of the racial balance plan on academic achievement by comparing children who entered third grade in September 1964 with children who attended the same schools prior to 1964 and the institution of the racial balance plan. Concludes that the achievement of neighborhood children has not been adversely affected by the presence of center city children in their schools.

14. BERKELEY (CALIF.) BOARD OF EDUCATION. **An addendum to integration: a plan for Berkeley.** January 1968. 50p. **E** (In process.) UD 005387

Discusses the organizational, instructional, transportation, and financial aspects of a desegregation plan for Berkeley elementary schools.

15. YOUTH OPPORTUNITIES FOUNDATION, LOS ANGELES. **A reading program for Mexican-American children.** 1965. 57p. **E** (In process.) UD 005518

Proposal for a reading program involving about 400 Mexican-American children, to be implemented in 1965 in the Malabar Street School in east Los Angeles. The children served would be preschool through third grade. Language development and oral language would be emphasized.

15a. YOUTH OPPORTUNITIES FOUNDATION, LOS ANGELES. **A reading program for Mexican-American children—first interim report.** 1966. 120p. **E** (In process.) UD 005525

Describes the first year of a reading program for Mexican-American children, preschool through third grade, in the Malabar Street School. Although no final conclusions are made about the project's effectiveness, various evaluation instruments indicate that pupils are making measurable and consistent progress.

16. HOUSTON INDEPENDENT SCHOOL DISTRICT. **Focus on achievement.** 1966. 24p. **E** (In process.) UD 005531

Summary evaluation of ESEA project in Houston which involves 25 schools designated as basic and 58 others designated as supplemental schools. The purpose of the program is to raise the level of achievement.

17. DULUTH (MINN.) PUBLIC SCHOOLS. **Performance objectives.** 1967. 23p. (Prepared by Thorwald Esbensen.) **E** (In process.) UD 005131

Emphasizes the importance of expressing instructional objectives in terms of observable student performance. Discusses the effect of new instructional objectives on curriculum; states that as objectives change there will be increased emphasis on individualized instruction and self-directed learning.

17a. DULUTH (MINN.) PUBLIC SCHOOLS. **Individualizing the instructional program.** 1966. 37p. (Prepared by Thorwald Esbensen.) **E** (In process.) UD 005132

Methods and concepts relevant to individualizing instruction are discussed. Objectives and methods of assessment are presented. The appendix includes sample individualized assignments.

17b. DULUTH (MINN.) PUBLIC SCHOOLS. **Basic facts and statistical summary.** 1967. 30p. **E** (In process.) UD 005130

Facts and statistics relating to the Duluth public school system's physical plant, finance, personnel, innovative instructional programs, and educational programs for special students.

18. GREAVES, JACK. **A proposed new school format, continuous-progress centers.** 1967, unpublished. 13p. (Author's affiliation: Superintendent for Secondary Schools, Seattle, Washington.) (Paper prepared for the National Conference on Equal Educational Opportunity in America's Cities, sponsored by the U.S. Commission on Civil Rights, Washington, D.C., November 1967.) **E** (In process.) UD 004728

Discusses efforts to improve racial balance in schools by instituting voluntary, mandatory, and reverse transfer programs. Seattle has developed the continuous progress concept, a reorganization of schools which counteracts racial, social, and cultural isolation of neighborhood schools.

18a. SEATTLE (WASH.) SCHOOL BOARD. SEATTLE CITIZEN'S SCHOOL PROGRESS PLANNING COMMITTEE. **Continuous progress: the final report.** 1967. 30p. **E** (In process.) UD 005139

An educational plan which proposes new basic curriculums, revitalized teaching methods, continuous progress or non-gradedness for learners, efficient use of staff, teaching materials, equipment, media, and libraries, and realistic vocational and technical education.

18b. SEATTLE (WASH.) PUBLIC SCHOOLS. TASK FORCE ON CONTINUOUS PROGRESS EDUCATION. **Continuous progress education: the proposed Southeast Education Center, general recommendations.** 1968. 16p. **E** (In process.) UD 005705

Includes recommendations for organization, pupils, staff, community, and administration. Outlines steps to be taken to develop and study the continuous progress center concept.

18c. SEATTLE (WASH.) PUBLIC SCHOOLS. TASK FORCE ON CONTINUOUS PROGRESS EDUCATION. **Continuous progress education: the proposed Southeast Education Center, documentation.** 1968. 55p. **E** (In process.) UD 005704

Documentation for center includes data on enrollment, racial distribution, school attendance characteristics by area, socioeconomic indexes for entire community, curriculum and instruction, and achievement and ability. Discusses proposed organization and staff, general policy and administration, budget and financial support.

19. DRAKE, JOHN. **Everything's new but the walls.** NEA Journal, 57:14-16, February 1968.

Describes a program in a Kansas City, Missouri school in which the entire faculty was composed of University of Missouri graduates who had been specially trained for individualizing instruction.

20. RACINE (WIS.) UNIFIED SCHOOL DISTRICT NO. 1. **Revised report; Title I, ESEA: 1967-68.** 1967. 27p. **E.** (In process.) UD 005119

Describes programs to be developed by the Unified School District of Racine with Title I funds. Unitized schools are explained on pages 1-5.

21. WISCONSIN. UNIVERSITY, MADISON. RESEARCH AND DEVELOPMENT CENTER FOR LEARNING AND RE-EDUCATION. **Guidelines for initiating an R & I Unit: maximizing opportunities for development and experimentation in learning in the schools.** 1966. 30p. (Working Paper No. 1). (Prepared by Doris M. Cook and others.) **E** ED 010 505

Guidelines describe the Research and Instruction (R & I) Units in selected Wisconsin schools, their functions, roles of team members, methods for introducing Units into school systems, and necessary facilitative conditions.

21a. WISCONSIN. UNIVERSITY, MADISON. RESEARCH AND DEVELOPMENT CENTER FOR LEARNING AND RE-EDUCATION. **Project MODELS: maximizing opportunities for development and experimentation in learning in the schools.** 1966. 29p. (Occasional Paper No. 3.) (Prepared by Herbert J. Klausmeier and others.) **E** ED 010 214

Symposium report of research and development project which has as its goal improvement of efficiency in learning. Functions of Research and Instruction (R & I) Units and specialists who head these Units are described. Future research for R & I Units, how they might help solve local educational problems, and models for educational change are proposed.

21b. WISCONSIN. UNIVERSITY, MADISON. RESEARCH AND DEVELOPMENT CENTER FOR COGNITIVE LEARNING. **A plan for field testing R & I Units.** 1967. 39p. (Working Paper No. 4). (Prepared by James L. Wardrop and others.) **E** (In process.) UD 005147

Field testing of Research and Instruction (R & I) Units in some Wisconsin schools. Discussions of kinds of data needed to evaluate the scheme, possible field designs, instruments, and personnel. Research in four school systems are described. Appendix contains samples of opinion scales, checklists, and questionnaires given to staff and students.

21c. WISCONSIN. UNIVERSITY, MADISON. RESEARCH AND DEVELOPMENT CENTER FOR COGNITIVE LEARNING. **Project MODELS: a facilitative environment for increasing efficiency of pupil learning and for conducting educational research and development.** 1967. 36p. (Working Paper No. 5.) (Prepared by Herbert J. Klausmeier and others.) **E** (In process.) UD 005133

Project MODELS is a cooperative project of the University of Wisconsin Research and Development (R & D) Center on Cognitive Learning, local school systems, and the State Education Department. Report describes Project MODELS, plans for implementation, and outlines roles of personnel.

21d. WISCONSIN. UNIVERSITY, MADISON. RESEARCH AND DEVELOPMENT CENTER FOR COGNITIVE LEARNING. **An alternative to self-contained, age-graded classes.** 1967? 15p. (Prepared by Herbert J. Klausmeier and Mary R. Quilling.) **E** (In process.) UD 005145

Describes Research and Instruction (R & I) Units organized in elementary schools in five Wisconsin cities. When test scores in experimental R & I units were compared with scores in central schools, R & I Unit children showed greater gains in spelling, language, vocabulary, and arithmetic. Data show that it is possible to narrow the achievement gap between disadvantaged and average students.

21e. WISCONSIN. UNIVERSITY, MADISON. RESEARCH AND DEVELOPMENT CENTER FOR COGNITIVE LEARNING. **The development of a facilitative environment for learning and research through R & I Units in the secondary school, 1966-1967.** 1967. 11p. (Working Paper No. 8.) (Prepared by Richard S. Smith and Herbert J. Klausmeier.) **E** (In process.) UD 005134

Describes the introduction of Research and Instruction (R & I) Units in seven secondary schools in Wisconsin, and how Units operate.

21f. WISCONSIN. UNIVERSITY, MADISON. RESEARCH AND DEVELOPMENT CENTER FOR COGNITIVE LEARNING. **Summaries of research and development activities performed in Racine R & I Units: 1966-67 school year.** 1967. 12p. **E** (In process.) UD 005160

Summarizes studies in creativity, language development, individualizing handwriting, arithmetic instructon, increased home-school contact on parent attitude, student achievement, and activities to devise instructional principles for motivating learning. Partial results of some experiments are given.

22. LOS ANGELES CITY SCHOOL DISTRICTS. **Educational and medical services to school-age expectant mothers.** 1967? 17p. **E** (In process.) UD 005824

Describes a program which provides educational, medical, social, and related services to school-age pregnant girls not enrolled in regular school. The program's objectives are to improve the holding power of schools, physical health of the girls, and emotional and social stability of the girls and their families.

23. OSOFSKY, HOWARD S., M.D.; and others. **Problems of the pregnant school girl—an attempted solution.** 11p. 1967, unpublished. (Author's affiliation: State University of New York Medical Center, Syracuse.) **E** (In process.) UD 005689

Describes medical, educational, social, and psychological services of an interdisciplinary program for unwed pregnant teenagers. In addition, the report contains data and a brief discussion on problems engendered by the increasing rate of illegitimate teenage pregnancy, frequent absence of prenatal care, adoption of infants, and termination of the girls' education.

24. MINNEAPOLIS (MINN.) PUBLIC SCHOOLS. LINCOLN LEARNING CENTER. **Kids are our most important product: final report.** 1967. 46p. **E** (In process.) UD 005140

Discusses an experimental project for junior high school students of average or below average intelligence who have not performed effectively in a normal classroom situation.

25. ST. LOUIS PUBLIC SCHOOLS. **Lincoln High School "the opportunity school."** 1967? 16p. **E** (In process.) UD 005691

Discusses a high school designed to serve youth who failed to adjust to regular high school. The program's main objective is to meet the individual needs of the students.

26. SEATTLE (WASH.) PUBLIC SCHOOLS. **A proposal for a modified Job Corps program to accommodate high school dropouts or potential dropouts in the Seattle Public School District.** 1967. 31p. **E** (In process.) UD 005706

Describes a program which includes an educational-vocational curriculum devoted to special needs of dropouts and low achievers, methods of instruction which have proven successful in educating these youths, and opportunities and motivation for dropouts and potential dropouts to continue school.

27. OMAHA (NEB.) PUBLIC SCHOOLS. TITLE I MEDIA CENTER. **Reading games and activities for disadvantaged youth.** November 1967. 27p. **E** (In process.) UD 005463

Manual for teachers of educationally disadvantaged pupils contains specific directions for conducting reading games and activities designed to improve pupils' vocabulary, listening power, pronunciation, spelling, and other aspects of reading readiness.

28. DES MOINES (IOWA) PUBLIC SCHOOLS. **Evaluation report: Title I, ESEA project activities, 1966-67.** January 1968. 25p. **E** (In process.) UD 005383

Evaluates 22 compensatory education projects in Des Moines during the 1966-67 school year and summer. Projects involved: reduction of class size, humanities, reading, practical science, tutoring, enrichment in music and art, dropout prevention, language arts, mathematics, social workers, and a health program. (Reading program pages 7-8.)

29. CHEYENNE (WYO.) PUBLIC SCHOOLS. **Methods and psychology of teaching the slow learner.** 1965? 45p. **E** (In process.) UD 005116

A public school curriculum guide that emphasizes psychological and educational needs of the slow learner. Contains specific curriculum suggestions and outlines techniques for teaching reading, arithmetic, language arts, social skills, and special subjects (art, music, physical education, homemaking, and shop). (Reading program pages 19-24.)

30. DETROIT PUBLIC SCHOOLS. RESEARCH AND DEVELOPMENT DEPARTMENT. **Summary of project evaluation: ESEA, Title I.** February 1967. 37p. **E** (In process.) UD 005305

Summary evaluation of a program which provides 1,693 educationally disadvantaged pupils in grades 4 to 12 from 57 public and 22 non-public schools with special remedial reading services.

31. LEVINE, NAOMI. **The lessons of P.S. 192.** Congress Bi-Weekly, 33:11-13, December 19, 1966. **E** (In process.) UD 005382

Discusses achievements in a Harlem, New York school. The program includes an intensive reading program, special language classes, a wide range of extracurricular activities, and enthusiasm and dedication on the part of the principal and teachers. The children in the school have scored well on national tests.

32. SAN FRANCISCO UNIFIED SCHOOL DISTRICT. **School-community improvement program: final report, 1961-1964.** 1964? 45p. **E** (In process.) UD 005118

Describes a program which aims to improve communication skills at all grade levels, parent and community participation in the schools, and employability or college placement of disadvantaged youth. (Teacher-aide program on pages 9-10.)

33. SOUTH MOUNTAIN HIGH SCHOOL, PHOENIX. **Saturation reading program.** 12p. **E** (In process.) UD 005265

Proposes a comprehensive clinical, remedial, corrective, and developmental reading program for a Phoenix high school with a disadvantaged student population. Evaluation will be based on pretest, progress, post-test reading scores, achievement tests, questionnaires, and interviews with students and staff.

34. FROELICH, MARTHA; BLITZER, FLORENCE K.: and GREENBERG, JUDITH W. **Success for disadvantaged children.** The Reading Teacher, 21:24-33, October 1967. **E** (In process.) UD 005327

Describes a beginning reading program for disadvantaged students at P.S. 129 in Harlem, New York. Discusses reading materials, procedures, worksheets, records of progress, homework, parent involvement, and evaluation.

35. COLLINS, ROBERT H. **Books: read them and keep them.** Southern Education Report, 3:30-32, December 1967. **E** (In process.) UD 005743

Describes a program in St. Louis which utilizes Title I funds to buy books which the children are allowed to earn by reading outside the classroom. The program has been successful.

36. MINNEAPOLIS (MINN.) PUBLIC SCHOOLS. SPECIAL SCHOOL DISTRICT NO. 1. **Abstracts: Title I projects, Elementary and Secondary Education Act, 1965-66.** 1966. 24p. **E** (In process.) UD 004254.

Contains brief descriptions of programs funded under Title I of ESEA of 1965. Descriptions include personnel, schools involved, budget, and project administrators. (Teacher-aide program on page 1.)

37. BERKELEY (CALIF.) UNIFIED SCHOOL DISTRICT. **Head Start Follow Through: operational grant 1967-68.** 1967. 45p. **E** (In process.) UD 005607

Discusses Berkeley's plan to establish a kindergarten Head Start Follow Through program involving 125 students (62 who have previously participated in a Head Start program and 63 from predominantly white schools).

38. OMAHA (NEB.) PUBLIC SCHOOLS. **Title I application for ESEA funds: a multiple activities program to aid intercultural development.** 1967. 100p. **E** (In process.) UD 005461

Project proposal describes a comprehensive compensatory education program. Included are the project application for federal assistance (including basic data on enrollment, expenditures, and project activities), program descriptions, plans for evaluation and interpretation of results, a review of related research, and statements of justification for the project and for the area served. (Description of media center on pages 5-9.)

38a. OMAHA (NEB.) PUBLIC SCHOOLS. **Multiple activities program, ESEA, Title I: an evaluation, September 1966 to September 1967.** 1967. 256p. **E** (In process.) UD 005460

Evaluates activities funded under Title I of ESEA for year 1966-67. Includes programs for extended use of staff and facilities, volunteer tutoring, remedial reading, psychological services, community aides, enrichment, visiting teachers, acoustically and visually handicapped students, curriculum consultants, child and youth study, inservice training, teacher consultants, special education, library services, speech therapists, and a media center. (Media center evaluated on pages 7-22.)

39. NEW YORK CITY PUBLIC SCHOOLS. P.S. 168M. Class 2-6. **Hard work is fun.** 1966. 30p. **E** (In process.) UD 005506

A book of compositions written and printed by the second graders at P.S. 168M, under the guidance of their industrial arts instructor.

40. BERKELEY (CALIF.) UNIFIED SCHOOL DISTRICT. **Studies and recommendations of the several committees of the Berkeley School Master Plan Committee.** 1967. 503p. (Volume II) **E** (In process.) UD 000505

Contains detailed studies of public education in Berkeley and makes extensive recommendations for its improvement. Specific areas of concern are: instructional program, special education and services, school buildings and facilities, and school district relationships. (Physical education program pages I-162 to I-172.)

41. BERKELEY (CALIF.) UNIFIED SCHOOL DISTRICT. EDUCATIONAL PROGRAMMING OF CULTURAL HERITAGE (EPOCH). **ESEA Title III submission to PACE for continuation grant.** February 1967. 50p. **E** (In process.) UD 005386

Describes the development of an ESEA Title III program designed to teach and interrelate the arts and humanities through use of extensive resource materials, innovative teaching methods, and advanced technology.

42. DES MOINES (IOWA) PUBLIC SCHOOLS. **Evaluation report: Title I, ESEA project activities, 1966-67.** January 1968. p. 11-12. **E** (In process.) UD 005383

43. CALIFORNIA ASSOCIATION OF INDEPENDENT SCHOOLS; and THE CLAREMONT COLLEGES, CLAREMONT, CALIF. **Project Open Future.** 1967. 14p. **E** (In process.) UD 005503

Describes a project which will offer college counseling and academic encouragement to disadvantaged public school students who show appropriate potential. Students are selected in the seventh grade and continue in the program through high school.

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Director

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